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ABSTRACT

Project IMAGES (Improving Management of Adults/Guiding and Educating Staff) was conducted throughout Pennsylvania to provide two three-hour training sessions for the special needs of both experienced and inexperienced staff of adult basic education programs. Instruction was given in the counseling areas of age variance management and the importance of test-taking skills for increasing success on tests. The following four activities were carried out during the project: (1) research, consultation, and organization to develop workshop materials relevant to adult development, effective communication techniques, group dynamics, and classroom management; (2) development of teacher packets to be used in the workshop presentations; (3) conducting workshop sessions for experienced and inexperienced classroom teachers, counselors, and administrators of adult basic education programs throughout the state; and (4) project evaluation, conducted through questionnaires distributed following each workshop and which provided positive feedbacks. The major product developed through the project was the Teachers' Workshop Package; major topics covered in the packages include theoretical considerations, counseling and guidance, how adults learn, techniques of management, and instructional methods. Forms and handouts used in the workshops are included in the report. (KC)

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Project IMAGES

(Improving Management of Adults/ Guiding and Educating Staff)

Susan K. Allan
Coordinator of Adult Services
ARIN Adult Learning Center

Final Report

December 31, 1981

Copies to: Project AdvancE
The POINT
Pennsylvania Department of Education-
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ABSTRACT

TITLE: Project IMAGES
(Improving Management of Adults/Guiding and Educating Staff)

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OBJECTIVES: Develop and implement training sessions within the six Fall Workshops for the special needs of both experienced and inexperienced staff of adult basic education programs in the counseling area of age variance management within the learning processes.

DESCRIPTION:

(1) Research, consultation, and organization necessary to develop workshop materials relevant to adult development, effective communication techniques, group dynamics, and classroom management.

(2) Development of teacher packets to be used in the workshop presentations.

(3) Implementation of the workshop sessions at the six Fall Workshops throughout Pennsylvania.

(4) Project evaluation to determine organization, relevance, effectiveness and value of the workshop presentations.

FUNDING: $1,957 July 1, 1981 to December 31, 1981
($1,761 federal funds and $196 local match)

TARGET AUDIENCE:

The experienced and inexperienced classroom teachers, counselors, and administrators of adult basic education programs.

PRODUCT: The Teachers' Workshop Package has been developed which, although it was tailored to meet ABE teachers' concerns about classroom management, could also be effectively utilized by counselors and/or administrators. Major topics covered include: (1) Theoretical Considerations; (b) Counseling and Guidance- You Can't Avoid It; (c) How Adults Learn; (d) Techniques of Management; (e) Instructional Methods.

EVALUATION: The workshop presentations have been developed and implemented through the steps described above and within the project's timetable (which serves as an evaluation instrument). Brief questionnaires immediately followed each workshop session. Results of the questionnaires will be compiled, reported, and interpreted in the final report of this project.

I. Introduction

The intent of Project IMAGES (Improving Management of Adults/Guiding and Educating Staff) was to provide two three-hour training sessions within the six Fall Workshops for the special needs of both experienced and inexperienced staff of adult basic education programs in the counseling areas of age variance management and the importance of test-taking skills for increasing success on tests. Anticipated benefits for staff participants would include: (1) awareness of adult developmental stages and the need for age variance management within the learning processes; (2) recognition of the value of orientation and practice in test-taking to reduce student anxiety and increase success.

According to the Administrative Survey of Fiscal Year 1979-1980, Adult Basic Education Programs in the Commonwealth of Pennsylvania, the educational background, training, and experience of most staff members has been in elementary or secondary school education. Most staff members have worked with the ABE program for five years or less and have had little formal adult education training. These facts suggested a need for staff development in better understanding differences between the child and adult learner and in adjusting teaching and management techniques accordingly.

Reports in the literature indicated that the passing rate on the GED test had been declining and was at only 61.5 percent in Pennsylvania. The drop in the success rate of test-takers could be attributed to many factors; however, it was felt that orienting students to testing situations, reducing anxiety, and teaching test-taking skills could effectively prepare them and improve their performance on tests.

II. Objectives

The overall goals of this project were to develop and implement two three-hour workshops for staff development; the workshops were designed to increase

teacher effectiveness in working with adults and would ultimately increase the confidence of students and their success in test-taking.

Objective 1: Participants were to demonstrate their understanding of adult developmental stages and age variance management by applying appropriate grouping techniques and teaching methods in hypothetical situations.

Objective 2: Participants were to utilize new methods to manage various levels of competence, skill, experience, and motivation within their own classes and report on follow-up surveys of the workshop.

Objective 3: Participants were to tailor workshop materials to their own situations and to formulate packages that would be useful to students in reducing test anxiety and improving test performance.

Objective 4: Success of the participants in applying their packages and knowledge within their own settings was to be measured on follow-up surveys.

Modifications in Project IMAGES' proposal, budget, and length of workshop sessions yielded the following revisions:

(1) The two separate three-hour workshop sessions were reduced to one two-hour session to be presented twice (morning and afternoon) on each scheduled Fall Workshop day.

(2) The second area of focus, test-taking skills, was omitted from this Project to narrow the scope of the presentation within the reduced time frame.

(3) Budget and timetable reductions eliminated the proposed mailing of follow-up surveys in the evaluation of Project IMAGES' effectiveness and carry-over into classroom use.

(4) Budget reductions in supplies and services minimized the number of prepared materials available for teachers to formulate their own packages; a prepared notebook was substituted and given to all participants.

III. Administration:

The Project Director, at the ARIN Adult Learning Center, 220 N. 5th St., Indiana, PA, 15701, was responsible for the overall administration of the counseling workshop project. The Counselor was responsible for the actual development, implementation, evaluation, and dissemination of the project. Part-time secretarial assistance was necessary in preparing the workshop materials and notebooks.

The time frame required to complete all aspects of Project IMAGES was six months (July 1, 1981 - December 31, 1981).

The description and results of Project IMAGES, contained within this Final Report, will be filed with the Advisor of Special Projects, Division of Adult Education, Continuing Education and Training Programs, 333 Market Street, Harrisburg, Pennsylvania 17108. The final product will also be distributed to Project AdvancE (Millersville State College) and The Point (Reading Area Community College). Copies will be available upon request from the ARIN Adult Learning Center, 220 North Fifth Street, Indiana, Pennsylvania 15701.

IV. Procedures:

Establishing the scope and focal points to be emphasized in this type of workshop project required a certain amount of literature review and organization. Steps taken included:

1. Research, consultation, and organization necessary to develop workshop materials relevant to adult development, effective communication techniques, group dynamics, and classroom management.
2. Development of participants packets to be used in the workshop presentation.

3. Implementation of the workshop sessions at the six Fall Workshop sites throughout Pennsylvania.
4. Project evaluation to determine organization, relevance, effectiveness, and value of the workshop presentations.

V. Step 1: Research and Organization

It was first necessary to determine the extent of understanding to be developed among participants concerning age variance management and the adult learning processes. Research was conducted at the Indiana University of Pennsylvania Library and Adult Education Resource Center. A search of materials relevant and available was requested and received, courtesy of Project AdvancE, Stayer Research and Learning Center, Millersville State College. A list of pertinent resources can be found in the Bibliography to this report (ATTACHMENT R).

After an extensive research review, the major topics to be emphasized and detailed were established and included: (1) Theoretical Considerations; (2) Counseling and Guidance; (3) How Do Adults Learn?; (4) Techniques of Management; (5) Instructional Methods

An outline was devised to organize each of the major topics and to aid in structuring the workshop presentation.

Because the experiential background of the workshop presenter, as well as that of the majority of the target audience, was based upon elementary and secondary school teaching and counseling principles, the focus of the presentation was directed toward understanding differences between the child and adult learner and adjusting teaching and management techniques accordingly. Specific topics of concern were: adult developmental stages; anxieties associated with returning to a learning experience, age variance management, group dynamics to improve communication among adults, and classroom

management.

The importance of time in the research review and organization of the outline should be emphasized. Although the original proposal was for two three-hour workshops and the scope was much broader than that of the final presentation and product; time spent in organizing and focusing upon main concerns was definitely worthwhile in preparing an effective and valuable presentation.

VI. Step 2: Development of Teacher Packets

Many of the concepts to be presented, concerning the adult learner and techniques used in counseling and communicating with adults, might have been new or different to the workshop participants. Therefore, a loose-leaf binder of materials was formulated to assist in the workshop process. In this way, components of the packets could be added or subtracted to meet the various demands or interests of given situations or groups. Charts, articles, and forms referring to outline topics were included to supplement and/or clarify specific points of emphasis.

All the materials were Xeroxed not only to save money , but because it was seen as the best way to keep the material current and factual. Punchless, 11"x8½" binder covers with side fasteners were chosen to reduce cost (in comparison to ring-notebooks), eliminate paper punching, and facilitate the manipulation of pages within the packets. Inside were some or all of the following: "Part One: Improving Management of Adults - Outline" (Attachment A); "Definitions" (Attachment B); "Adult Life Cycle Tasks" (Attachment C); "Student Information Profile" (Attachment D); "Student Interest Survey" (Attachment E); "Characteristics of Adult Learners" (Attachment F); "An Overview: The Nature of Counseling" (Attachment G); "Sharpen Your Counseling Skills" (Attachment H); "Communication

Guidelines for Speaking and Listening" (Attachment I); "Characteristics Which Affect Learning" (Attachment J); "Chosing Appropriate Methods for Your Classes" (Attachment K); "Compentencies of Successful Teachers of Adults" (Attachment L); "Part Two: Testing" (Attachment *M); "Achievement Tests in Adult Basic Education" (Attachment *N); "Research Brief" (Attachment *O); "Tips for Test Takers" (Attachment *P); "Hypothetical Situations" (Attachment *Q). *Although Attachments M-P pertained to the second proposed workshop session, which was eventually omitted, the research materials were viewed as being of value to staff members in counseling adult students.

In addition to their use in Project IMAGES, for which they were compiled, many of these materials also proved of value as general information for staff members and students. Selected materials were used at in-service staff meetings and orientation sessions with certain groups of students.

VII. Step 3: Implementation of Workshops

The six Adult Basic Education Fall Workshops were established on the dates as follows:

(1)	September 19, 1981	Edinboro State College, Edinboro, PA
(2)	September 26, 1981	Hazleton Area Vocational Technical School Hazleton, PA
(3)	October 3, 1981	Connelley Skill Learning Center, Pittsburgh, PA
(4)	October 17, 1981	Middle Bucks County Area Vocational Technical School, Jamison, PA
(5)	October 24, 1981	Pennsylvania Department of Education, Harrisburg, PA
(6)	November 7, 1981	Villanova University, Villanova, PA

One month prior to the first scheduled workshop session, the Chief of Adult Education and Training Programs sent notification of the Fall

Workshop Schedule, Consultants' Biographical Sketches, and Abstracts of Presentations to ABE Program Administrators.

Approximately one month before the sessions began, the Advisor of Special Projects sent the presenters the expected attendance numbers in order that the amount of material to prepare could be adjusted. An agenda preceded each week's presentation, including room assignments and a summary of the previous week's attendance. These efforts, on behalf of the Advisor of Special Projects, certainly facilitated the preparation necessary by the presenter in arranging materials and content for each specific workshop site.

The actual presentation was geared to the interests of the target audience at each session. No single teaching style or counseling method worked best in all situations. Therefore, an eclectic approach was adopted with the realization that teachers, counselors, and administrators are unique in response to learning styles.

Getting acquainted activities, such as introductions, experience sharing, and values clarification activities were beneficial to the presenter in determining group composition, what areas to focus upon, amount of group participation to expect, and methods of communicating effectively. Hopefully, the techniques and skills of management to be taught were utilized to some extent in each session.

An overview of theory, adult learning characteristics, counseling, and communication techniques applicable to teaching situations was discussed, after which participants interviewed one another to test their understanding and use of listening, communicating, and responding skills. Goal setting, problem-solving, and value clarification activities for use in individual and group settings were also part of this session.

A discussion and interaction session followed, pertaining to the ways in which adults learn, understanding their needs, doubts, fears, emotions, and reducing anxieties when adults return to the learning experience. Techniques of individual and classroom management for teachers of adults were presented. Suggestions, recommendations, and additions were encouraged and received.

Finally, in meeting the revised objectives of Project IMAGES, participants were given four hypothetical situations (ATTACHEMNT Q) in which they were to apply their understanding of adult development and age variance management by utilizing appropriate counseling, grouping, and teaching methods. Material and information enclosed in the participants' prepared notebooks was helpful in setting up management systems tailored to various levels of competencies, skill, experience and motivation reported within their own classrooms. Answers were openly discussed at the workshop session instead of being surveyed (as stated in the original proposal - Objectives 1 and 2).

VIII. Step 4: Project Evaluation and Recommendations

Table #1 charts the predicted and actual number of participants per site and Project IMAGES sessions. The number of participants signed in may vary from the number of evaluations partially because participants were permitted to "float" between sessions; therefore, they might not have been present for the sign-in-sheet or the evaluation,and partially because some participants chose not to sign-in or complete evaluation forms.

A brief questionnaire immediately followed each workshop session to determine organization, relevance, effectiveness, and value of the workshop presentation. Evaluations were returned to workshop presenters the week following each workshop(with the exception of Villanova's). Presenters were encouraged to make necessary adjustments and modifications to improve their presentations according to comments and results of the questionnaires. The overall results are presented in Table #2.

TABLE #1

Workshop Site	Predicted # Overall Wksp.	Actual #	Predicted # Project IMAGES	# Signed In IMAGES	# of Eval. IMAGES
Edinboro	50-60	59	N/A	15	17
Hazleton	60-70	77	20	24	18
Pittsburgh	100-110	109	23	19	17
Middle Bucks	75-85	25	N/A	18	14
Harrisburg	130-140	N/A	16	38	16
Villanova	75-85	N/A	13	37	Not Received from P.D.E.
Totals	490-550	270 (Vill. and Har. not included) 507 reported by P.D.E.	72	151	82

N/A- Not available

TABLE #2
Evaluation Form for
Fall Adult Basic Education Workshop Sessions *

I. Reaction to Session

A. The content presented was:	YES	NO
1. both practical and theoretical	78	2
2. on target and relevant to my needs	67	3
3. well organized and structured	72	4
4. too complex	3	54
5. poorly organized	5	53

B. Structure of the Session:	Adequate	Somewhat Adequate	Inadequate
6. time allocated for formal presentation was	63	11	3 (Too short)
7. time allocated for participation in workshop activities was	64	6	3
8. time for interaction and sharing among participants was	79	4	0

C. Session Outcome:	YES	TO A DEGREE	NO
9. I have learned new skills and techniques I expect to use:	43	32	5
10. I gained new knowledge that will help me plan ABE curriculum improvement.	45	25	6
11. I benefitted from interaction with the presenters and participants.	78	0	0
12. I feel the activities were a waste of time.	6	0	69

* minus those from Villanova

TABLE #2
Evaluation Form for
Fall Adult Basic Education Workshop Sessions (Cont.)

II. General Comments : Only comments beneficial to the presentation and/or presenter are included.

13. Value of the session (were the outcomes/benefits of your attendance worth the time and resources invested?..... Many ideas were exchanged. I enjoyed being able to discuss particular problems relative to our program. I gained information about how adults learned. I wish less time was spent on G.E.D. Good handouts. Very informative- I learned more about A.B.E. Used interaction of all participants. Gave me new insights into solving problems. Good sessions with a variety of ideas and experiences shared which were helpful. I came away reassured of what I have been doing and received some new thoughts. Presenter was responsive to the discussions. Good insight into personal involvement with students.

14. Concerns I have about the A.B.E. concepts as presented in this session..... Funding/date guidelines leave us feeling hampered in offering on-going programs to the community. Ideas to relate to my counselors on topics presented. Is a testing program necessary? Evaluation of materials for A.B.E. Can we guide adults as we would children- tell them what they ought to do? Teachers need more in depth counseling skills. More ideas for E.S.L. Some adults are learning in primarily large groups not individualized sessions.

15. Suggestions for modifications and changes to be made in future sessions..... Start with lead in questions to get a handle on different ways the programs are run. Please have more display area and A-V materials. Keep present format. Present more on classroom management for adults. Very ambitious for time frame of presentation- choose and develop a special area. "Floating" among sessions was disruptive to attendees and presenters. Change the session name; it was misleading- glad I happened to stay.

16. How did the workshops compare with your past A.B.E in-service experience?..... I felt this workshop was much better than the last. Revealing. Good interaction. About the same. As good or better. I sure learned a lot about adult learning. Greatly impressed. Very comparable. More enjoyable- very beneficial. Gained new information at every workshop. Organization excellent. This was my first and, I hope, not my last. I enjoyed it!

In an evaluative letter from the Chief, Division of Adult Education and Training Programs, it stated:

> "The 507 participants overwhelmingly felt that because of your knowledge of subject matter, they were exceedingly well informed; and because of the quality of workshop materials that they were not only highly interesting, but also highly clear and informative. You met the needs of the majority." - John Christopher, Ed.D.

This statement adequately and positively summarizes the results of the majority of participants' responses on items #1-6 (Table #2). In reviewing the results concerning the knowledge, skills, and techniques learned and considered useful, perhaps a structured presentation with specific examples for each method would have been more beneficial. The presenter utilized situations shared in discussions to illustrate and apply the main techniques, hoping that the interaction would be more motivating than lecturing. A combined approach might be more productive.

In response to the General Comments Section of the Evaluation Form:

(1) All comments for item #13 were favorable and, therefore, the basic outline of the presentation, as well as the style of presentation, remained similar throughout all six workshop days.

(2) Pertaining to item #14, amounts of funding and their sources are always questionable; however, programs must meet the needs and interests of the adult students to be supported by them. It is recommended that you proceed and plan programs with specific short and long term goals in mind.

Although most experienced teachers can adequately evaluate the level and progress of their students, occasionally testing of some type is necessary to determine if the student is able to perform adequately on his own, without the benefit of teacher feedback. Testing is also a necessary part of G.E.D. programs in teaching test-taking skills and determining readiness for the G.E.D. examination.

Guiding people, as opposed to telling them what they ought to do, is desirable for adults and children. Goal-setting, decision-making, problem-solving, and values clarification are important aspects of personal, family, and teaching relationships. Students need to learn the responsibility for their own decisions and actions; adult students expecially need to be involved in the planning of their own educational programs.

(3) The first suggestion for item #15; start with lead in questions to get a handle on different ways the programs are run, proved to be an excellent recommendation and was incorporated into the introduction to the workshop. Programs varied regarding the number of students per class, instructional methods used, materials available, etc., so the presentation was geared to the types of programs represented at each of the workshop sites.

The session name, "Improving Management of Adults/ Guiding and Education Staff," was perhaps misleading to a few people. The term. management, in this project meant the careful, tactful treatment or handling of a distinct group of individuals(adult students) with special interests (learning), not in the business management sense of controlling or manipulating variables for efficiency in production.

(4) All responses to item #16 were positive in that the session was as good, if not better, than those the participants attended previously.

Follow-up descriptive surveys were not sent to workshop participants one month after attending,in order to learn if concepts and methods learned in age variance management and/or test-taking skills were utilized within their classes, for reasons outlined previously in Chapter II: Objectives, Modifications to the proposal, item #3.

The end-or-project evaluation concludes that the workshop presentations were developed and implemented through the steps described above and within the project's modified timetable(which also served as an evaluation instrument). Brief questionnaires did immediately follow each workshop session. Results of the questionnaires were compiled, reported, and interpreted within this Final Report of Project IMAGES.

IX. Conclusions and Other Recommendations

The overall goals of Project IMAGES, to develop and implement the workshop sessions and to increase teacher effectiveness in working with adults, were accomplished. The anticipated benefits for staff participants: awareness of adult developmental stages and the need for age variance management within the learning process, were achieved and evident within the discussions and general comments of the sessions.

The importance of time spent in the research review and organization of the workshop presentation outline was emphasized. Another factor deserving mention is that future proposals should focus upon just one major issue to to developed and presented in order to adequately cover the topic and allow for open discussion within the time frame of the workshop session.

Follow-up surveys are recommended to assess the value to teachers in their actual application of the concepts and ideas learned to their own classroom situations.

The ultimate goal of this project was to increase student confidence in the learning environment and improve their self-image. Throughout the entire teaching process, it is necessary for the staff participants to remember that students need and want to be treated as worthwhile individuals. These individuals are the people who bring us their needs. It is our job to assist in the realization of these needs as expeditiously and courteously as possible- that is our business.

APPENDIX

ATTACHMENTS A- R

PART ONE: IMPROVING MANAGEMENT OF ADULTS

I. Theoretical Considerations
   A. Psychoanalytic Theory
      1. Sense of identity established in adolescence
      2. Consistency in behavior produced throughout life span
      3. Character structure fixed
   B. Developmental Theory
      1. Concept of change and movement throughout life
      2. People change as a function of time and place
      3. Development is directional and sequential
      4. The adult life span contains its own challenges and resources; new levels of self-awareness; a different sense of one's relatedness to the world.
      5. May encounter developmental problems:
         a. Fear of impending life stage
         b. Reluctance to leave a gratifying stage
         c. Trauma of unexpected developmental demands
         d. Unresolved issues
         e. Cumulative erosion of energies
   C. Question Proposed: Should we stress differences due to age and experience or stress continuities, i.e., continuity of living; the belief that the learner can and must be seen as one developing personality all through life?

II. Counseling and Guidance- You Can't Avoid It
   A. Chart of Adult Life Cycle Tasks
   B. Characteristics of Adult Students- Handout
   C. Characteristics of ABE Students- overhead
   D. An Overview: The Nature of Counseling- Handout
   E. Initial Conference and Intake-
      1. Use simple language
      2. One question at a time- simple and straight-forward
      3. Keep interview on task and confidential
      4. Avoid being critical or judgmental
      5. Avoid telling student what to do- make suggestions, offer choices.
      6. Narrow down general, fuzzy problem areas
      7. Cues toward Career Counseling- realistic goals
      8. Know when to seek further help... Problem Areas Overhead
         a. Educational
         b. Health
         c. Vocational
         d. Financial
         e. Community
         f. Family
         g. Psychological
      9. Guidance and Counseling Focus- Overhead
      10. Gather information about student- Student Information Profile
      11. Values to the ABE Teacher Overhead

***Activity- Hypothetical situations in which groups will use information above to counsel and interview four students with various problems. (See Attachment)

IV. Techniques of Management
- A. Four Basic Conditions
  1. Atmosphere- warm, friendly, free form threat
  2. New ways of acting should be encouraged, opportunity for experimentation, protection from ridicule.
  3. Interdependence fostered- student gradually becomes independent or the teacher's support
  4. Effective three-way communication necessary T-S; S-T; S-S
- B. Skills Involved:
  1. Clear and self-evident sharing of goals- discuss and build common goals, purposes, curriculum
  2. Clear rules of behavior- questions, standards, leadership
  3. Student self-evaluation; redo, rebuild
- C. Assignments should include:
  1. Lesson objectives
  2. Determination of why subject is important to the student
  3. Where to find study materials
  4. What the student is expected to know or do
  5. Participating activities: Observing, listening, thinking, remembering, imagining, writing, answering, questioning, feeling, touching, moving, agreeing, disagreeing, discussing.
- D. Recognize individual differences
  1. Student discussions
  2. Student records
  3. Private conferences
- E. Grouping the adult class
  1. Different rates of learning- student/student; class/class; subject/subject. Students with similar rates progress together
  2. People learn differently
     a. Printed material
     b. Presentation of visual concepts
     c. Talking about ideas and concepts
     d. Recordings, films
     e. Demonstration
     f. Experimentation
  3. Classroom groups usually improves attention
  4. Clusters of small groups- learning from each other, interaction
  5. Base groupings on
     a. Learning potential
     b. Personality characteristics
     c. Backround knowledge
     d. Academic learning- according to ability
     e. Project Learning- heterogeneous
     f. In skill areas experience favors grouping together of students of diversified skill and learning ability. Stimulates imagination, induces creativeness, developes appreciation of different styles and modes of expression.

V. Discuss Individualized Instruction, Programmed Instruction, Group Work, and Entire class activities.

***Activity- Establish groups based upon different tasks and diversity of backround experiences.

A. Successful teachers have:
   1. Knowledge of their subject matter
   2. Familiarity with the characteristics of adults
   3. Methods and techniques appropriate to the group
   4. Caring attitudes toward individual class members
   5. Effective communication with adults
   6. Self-directed learners

B. Large Group Methods:
   1. Lecture
   2. Illustrated lecture
   3. Demonstration
   4. A-V presentations
   5. Guest speakers
   6. Panel Discussions

C. Small group methods:
   1. Buzz groups- determine alternatives concerning a topic
   2. Brainstorming- spark new ideas; stimulate creative thinking
   3. Problem-solving
   4. Role-playing

D. Individualized instruction
   1. Programmed materials
   2. Packaged materials
   3. Learning contracts

III. How Do Adults Learn?

A. Pedagogy- the art and science of teaching children- providing information

B. Andragogy- the art and science of helping adults learn
   1. Self-directed activity
   2. Student- centered
   3. Problem-oriented
   4. Emphasis on the total individual

C. Most adult educators accept the basic assumption that adults do learn differently than children, but the focus is upon non- cognitive factors realted to learning such as experience, life-stlye, physical requirements, etc.

D. Learning involves a change in behavior due to experience- a sequential process that actually changes throughout life.

E. Differences in learning styles appear to be greater between individual learners whether they are adults or children than between any age group.

F. Laws of Learning:
   1. Effect- Reinforcement and avoidance. If the student expects to succeed and does, he will return
   2. Primacy- First impressions. Discuss needs for taking the course. Learn content right the first time.
   3. Exercise- Practice, repetition
   4. Disuse -Value of repetition for reinforcing newly gained knowledge or skills.
   5. Intensity- Vivid, dramatic, exciting learning experiences

G. Needs of Adults:
   1. Security
   2. New experiences and skills
   3. Recognition
   4. Self-esteem
   5. Answers to important questions
   6. To help others
   7. To get ahead

H. Doubts and Fears- Blocks to Learning
   1. Ability to learn or study
   2. Failure and rejection
   3. Ridicule
   4. Getting along with others
   5. Boredom- wprk too easy or too hard; no motivation or attention
   6. Confusion- too many overly complex ideas; failure to relate ideas
   7. Irritation- annoying mannerisms, interruptions

I. Student Emotions- exhibited in various ways
   1. Projection- someone or something else to blame
   2. Rationalization- Explanation that seems reasonable but not real reason
   3. Aggressiveness- anger, contempt, discourtesy, loudness
   4. Flight- escape from frustrating situations
   5. Resignation- giving up interest and/or attendance.

J. Reducing anxieties and fears
   1. Set reasonable standards
   2. Help students help themselves
   3. Make sure each student shows some success in each session
   4. Keep students informed- plans
   5. Get feedback on your style and methods

DEFINITIONS

1. Age Restrictiveness- setting of arbitrary or inappropriate age limits for any behavior. Limits can be set for entry into or exit from particular roles or activities. Limits can be set on what is appropriate behavior for a given age group, and what is inappropriate for that age.

2. Age Distortion- misperception of the behavior or characteristics of any age group. The greatest distortions tend to be for the two extreme age groups- adolescence and old age. There is greater pressure to act one's age during entry phases than during exit phases. Paradoxically, youth are allowed greater experimentation and vacillation in roles.

3. Age-ism- negative attitudes toward any age group

Opinion: Adults are controlled more by social clocks than by biological ones. It is not the onset of "age", but the shift in expectations of those around us. Example: The ambiguity and negative character of social expectations in middle-age rather than the menopause, loss of physical attractiveness, or the empty nest which shakes women in their forties and fifties.

Central Issue: We do not need to be tied to a rigid adherence to socially prescribed ordering of life events. Begin to take a freer look at the adult years, to question our "built-in" assumptions about what people should rightly do according to their age. Let's move away from the assumption of the inevitability of certain events occurring at certain ages towards the possibility of trying new options at every age.

ATTACHMENT C

ADULT LIFE CYCLE TASKS/ADULT CONTINUING EDUCATION PROGRAM RESPONSE

Developmental Stages	Tasks	Program Response	Outcomes Sought
Leaving Home 18-22	1. Break psychological ties. 2. Choose careers. 3. Enter work. 4. Handle peer relationships. 5. Manage home. 6. Manage time. 7. Adjust to life on own. 8. Problem solve. 9. Manage stress accompanying change.	1. Personal development, assertive training workshops. 2. Career workshops, values clarification, occupational information. 3. Education/career preparation. 4. Human relations groups. 5. Consumer education/homemaking skills. 6. Time/leisure use workshop. 7. Living alone; successful singles workshops. 8. Creative problem solving workshops. 9. Stress management, biofeedback, relaxation, TM workshops.	1. Strengthened autonomy. 2. Appropriate career decisions. 3. Successful education/career entry. 4. Effective social interaction. 5. Informed consumer, healthy homelife. 6. Wise use of time. 7. Fulfilled single state, autonomy. 8. Successful problem solving. 9. Successful stress management, personal growth.
Becoming Adult 23-28	1. Select mate. 2. Settle in work, begin career ladder. 3. Parent. 4. Become involved in community. 5. Consume wisely. 6. Homeown. 7. Socially interact. 8. Achieve autonomy. 9. Problem solve. 10. Manage stress accompanying change.	1. Marriage workshops. 2. Management, advancement training. 3. Parenting workshops. 4. Civic education; volunteer training. 5. Consumer education, financial management training. 6. Homeowning, maintenance workshops. 7. Human relations groups, TA. 8. Living alone, divorce workshops. 9. Creative problem solving workshops. 10. Stress management, biofeedback, relaxation, TM workshops.	1. Successful marriage. 2. Career satisfaction and advancement. 3. Effective parents; healthy offspring. 4. Informed, participating citizen. 5. Sound consumer behavior. 6. Satisfying home environment. 7. Social skills. 8. Fulfilled single state, autonomy. 9. Successful problem solving. 10. Successful stress management, personal growth.
Catch-30 29-34	1. Search for personal values. 2. Reappraise relationships. 3. Progress in career. 4. Accept growing children. 5. Put down roots, achieve "permanent" home. 6. Problem solve. 7. Manage stress accompanying change.	1. Values clarification. 2. Marriage counseling and communication workshops; human relations groups; creative divorce workshops. 3. Career advancement training, job redesign workshops. 4. Parent-child relationship workshops. 5. Consumer education. 6. Creative problem solving workshops. 7. Stress management, biofeedback, relaxation, TM workshops.	1. Examined and owned values. 2. Authentic personal relationships. 3. Career satisfaction, economic reward, a sense of competence and achievement. 4. Growth producing parent-child relationship. 5. Sound consumer behavior. 6. Successful problem solving. 7. Successful stress management, personal growth.

Midlife Reexamination 35-43	2. Reassess marriage. 3. Reexamine work. 4. Relate to teenage children. 5. Relate to aging parents. 6. Reassess personal priorities and values. 7. Adjust to single life. 8. Problem solve. 9. Manage stress accompanying change.	2. Marriage workshops. 3. Mid-career workshops. 4. Parenting: focus on raising teen-age children. 5. Relating to aging parents workshops. 6. Value clarification; goalsetting workshops. 7. Living alone, divorce workshops. 8. Creative problem solving workshops. 9. Stress management, biofeedback, relaxation, TM workshops.	2. Satisfying marriages. 3. Appropriate career decisions. 4. Improved parent-child relations. 5. Improved child-parent relations. 6. Autonomous behavior. 7. Fulfilled single state. 8. Successful problem solving. 9. Successful stress management, personal growth.
Restabilization 44-55	1. Adjust to realities of work. 2. Launch children. 3. Adjust to empty nest. 4. Become more deeply involved in social life. 5. Participate actively in community concerns. 6. Handle increased demands of older parents. 7. Manage leisure time. 8. Manage budget to support college-age children and ailing parents. 9. Adjust to single state. 10. Problem solve. 11. Manage stress accompanying change.	1. Personal, vocational counseling, career workshops. 2. Parenting education. 3. Marriage, personal counseling workshops. 4. Human relations groups. 5. Civic and social issues education. 6. Gerontology workshops. 7. Leisure use workshops. 8. Financial management workshops. 9. Workshops on loneliness and aloneness. 10. Creative problem solving workshops. 11. Stress management, biofeedback, relaxation, TM workshops.	1. Job adjustment. 2. Civil letting go parental authority. 3. Exploring new sources of satisfaction. 4. Effective social relations. 5. Effective citizenship. 6. Better personal and social adjustment of elderly. 7. Creative use of leisure. 8. Sound consumer behavior. 9. Fulfilled single state. 10. Successful problem solving. 11. Successful stress management, personal growth.
Preparation for Retirement 56-64	1. Adjust to health problems. 2. Deepen personal relations. 3. Prepare for retirement. 4. Expand avocational interests. 5 Finance new leisure. 6. Adjust to loss of mate. 7. Problem solving. 8. Manage stress accompanying change.	1. Programs about nutrition, health. 2 Human relations groups. 3. Preretirement workshops. 4. Art, writing, music courses in performing and appreciation; sponsored educational travel. 5. Money management training. 6. Workshops on aloneness and loneliness, death and dying. 7. Creative problem solving workshops. 8. Stress management, biofeedback, relaxation, TM workshops.	1. Healthier individuals. 2. Effective social skills. 3. Wise retirement planning. 4. Satisfaction of aesthetic urge; broadening of knowledge; enjoyment of travel. 5. Sound consumer behavior. 6. Adjustment to loss, fulfilled single state. 7. Successful problem solving. 8. Successful stress management, personal growth.
Retirement 65+	1. Disengage from paid work. 2. Reassess finances. 3. Be concerned with personal health care. 4. Search for new achievement outlets. 5 Manage leisure time. 6. Adjust to more constant marriage companion. 7. Search for meaning. 8. Adjust to single state. 9. Be reconciled to death. 10. Problem solve. 11. Manage stress accompanying change.	1, 4, 5, 6. Workshops on retirement, volunteering, aging; conferences on public issues affecting aged. 2. Financial management training. 3. Health care programs. 7. Religious exploration. 8. Workshops on aloneness and loneliness. 9. Death and dying workshops. 10. Creative problem solving workshops. 11. Stress management, biofeedback, relaxation, TM workshops.	1, 4, 5, 6. Creative, active retirement; successful coping with life disengagement; public policies responsive to needs of aged. 2. Freedom from financial fears. 3. Appropriate health care. 7. Help in search for life's meaning, values of past life. 8. Fulfilled single state. 9. Philosophic acceptance of death, help in caring for dying and handling of grief. 10. Successful problem solving. 11. Successful stress management, personal growth.

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Class Site: _____ ATTACHMENT D

STUDENT INFORMATION PROFILE

STUDENT NAME: _____ DATE: _____

ADDRESS: _____ BIRTHDATE: _____

_____ PHONE: _____

Last grade completed: _____ When: _____

Marital Status: S/M/D/W/X No. of children: _____ S.S.#: _____

Do you need transportation? YES/NO Are you presently employed? YES/NO

If so, where? _____

1. What newspapers do you read? _____

2. Check the radio station you listen to most often: _____WDAD _____WUNL _____WQ

_____WIOP _____WJAC _____Oth

3. Check the T.V. station you watch most often:

_____WJAC(6) _____WTAJ(10) _____WQED(13) _____Other: _____

_____KDKA(2) _____WIIC(11) _____WTAE(4)

4. Are you willing to provide transportation to other students in your area? YES/NO

I. G.E.D. Test Results:

Date of Testing:

English	Soc. St.	Nat. Sci.	Lit.	Math	Total
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

II. Educational Test Results:

Test Given: _____

Date of Testing: _____

READING	MATH	LANGUAGE
1. Vocab: G.E.= _____	1. Compu: G.E.= _____	1. Mech. & Expr: G.E.= _____
2. Compr: G.E.= _____	2. Con & Prob: G.E.= _____	2. Spelling: G.E.= _____
3. Total: G.E.= _____	3. Total: G.E. = _____	

Total Battery: _____

III. Skills Prescription (Check where instruction is needed)

Reading				Mathematics									Language					
			Comput.			Concepts			Prob. Sol.									
Making Inferences	Understanding Main Ideas	Recalling Facts	Reference Skills	Word Meanings - Synonyms	Addition	Subtraction	Multiplication	Division	Number Systems & Numeration	Symbols and Expressions	Geometry and Measurement	Money and Place Value	Sets	Two-Step Operations	Graphs	Geometry	Percentage/Ratio/Averaging	Capitalization	Punctuation	Expression	Spelling	Legibility

IV. A.P.L. Instructional Needs (From the Interest Survey, describe in which areas the student needs instruction.)

A. Community Resources: _____

_____

_____

B. Occupational Knowledge: _____

_____

_____

C. Consumer Economics: _____

_____

_____

D. Health: _____

_____

_____

E. Government and Law: _____

_____

_____

ATTACHMENT E

STUDENT INTEREST SURVEY

Name_____

WOULD YOU LIKE TO KNOW ABOUT AND STUDY ANY OF THE TOPICS LISTED BELOW?

CHECK "NEED" OR "MIGHT NEED" OR "DON'T NEED" FOR EACH ONE.

	need	might need	don't need
Community Resources			
1. How to understand what I read and hear in the news	____	____	____
2. Where to find help in my community	____	____	____
3. How and where to have fun	____	____	____
4. How to use the library	____	____	____
5. How to use the telephone	____	____	____
6. How to use buses, planes and trains	____	____	____
7. How to get a driver's license	____	____	____
8. What to do if I'm in a car accident	____	____	____
Occupational Knowledge			
9. How to find out about jobs	____	____	____
10. How to choose a job I'll like	____	____	____
11. How to get a job	____	____	____
12. How to keep a job	____	____	____
13. How to get a promotion	____	____	____
14. Knowing about paychecks and the money they take out	____	____	____
15. Getting along with others on the job	____	____	____
16. Knowing about employment agencies	____	____	____
Consumer Economics			
17. How to count money	____	____	____
18. How to measure (feet, inches, metric, etc.)	____	____	____

	need	might need	don't ne
19. How to do income tax forms	____	____	____
20. How to get the best buys when shopping	____	____	____
21. How to understand the ads I see, hear and read	____	____	____
22. How to budget my money	____	____	____
23. How to order food and tip in a restaurant	____	____	____
24. How to get the best food buys	____	____	____
25. Living with inflation	____	____	____
26. How to find a good place to live (rent or buy)	____	____	____
27. How to save on utility bills	____	____	____
28. How to buy a car	____	____	____
29. How to take care of a car	____	____	____
30. How to get a loan	____	____	____
31. How to use charge accounts	____	____	____
32. How to understand about insurance (including medicare)	____	____	____
33. How to order from a catalog	____	____	____
34. How to know about phony selling	____	____	____
35. How to take care of the things I own (clothes, furniture, etc.)	____	____	____
36. How to conserve energy	____	____	____
37. Knowing about Social Security	____	____	____
38. How to use a checking account	____	____	____
39. How to open a savings account	____	____	____
Health			
40. How to prevent crime	____	____	____
41. How to get along with my family	____	____	____

	need	might need	don't need
42. Being married	____	____	____
43. Getting divorced	____	____	____
44. How to like myself			
45. How to be safe at home and on the job	____	____	____
46. Knowing about doctors and hospitals	____	____	____
47. Knowing about pregnancy and childbirth	____	____	____
48. How to act in an emergency	____	____	____
49. How to plan a family	____	____	____
50. How to raise children	____	____	____
51. How to deal with teenagers	____	____	____
52. How to get and keep good health	____	____	____
53. How to eat right	____	____	____
54. How to prepare good foods	____	____	____
55. How to use medicine	____	____	____
56. Knowing about drug abuse	____	____	____
Government and Law			
57. Knowing about how the government is set up	____	____	____
58. How to vote	____	____	____
59. Knowing about the police	____	____	____
60. Knowing about courts	____	____	____
61. Knowing about my civil rights	____	____	____
62. Knowing about crime and the laws	____	____	____
63. Knowing about contracts and legal papers	____	____	____
64. How to get a lawyer	____	____	____

2. CHARACTERISTICS OF ADULT LEARNERS

The teacher of adults needs to recognize that older learners sometimes have different characteristics than youthful learners. The noticable changes in characteristics as the adult ages (18 through 80 +) will most commonly relate to experience, motivation, physical decline, and interests (vocational, cultural, and leisure).

Some of the more common general characteristics of adults along with some teaching implications are presented here.

CHARACTERISTICS	TEACHING IMPLICATIONS
1. Have the ability to learn in spite of the common misconception that oldsters cannot learn.	They need frequent assurance of this; however, for some, it will take a bit longer.
2. Have opinions and want to express them.	This provides relevancy.
3. Like to share their varieties of experiences.	They learn best if they are involved.
4. Respond more favorably to praise.	An extremely important motivational device; but use it judiciously.
5. Differ from one another.	More so than in a high school class in age, mental ability and education.
6. Like informality and variety.	Set the tone and provide environment for this.
7. Like to socialize.	Set times for coffee breaks and join in.
8. Don't like to waste time.	Their time away from family and work is valuable.
9. Learn best by doing.	Like activity; not dull lectures.
10. Will drop out easily.	Have them experience success during the first few classes.
11. Like to help set goals.	Learn best if they get immediate benefits.
12. Like to learn at their own pace.	Provide individualized instruction.
13. Want to be treated as adults and friends.	Be human.
14. Learn best if a variety of teaching techniques are used.	Be imaginative.
15. Prefer guidance over grades.	They fear public humiliation.
16. Want to see immediate benefits.	Plan specific and practical situations.
17. Want to know how they are doing.	Explain progress toward their chosen goals.

An Overview : The Nature of Counseling

The helping process involves several factors, some of which are listed below as points which must be remembered.

- The person who comes for help is usually unhappy because of his behavior, either what he does or what he fails to do.

  Bill is afraid of teachers and cannot bring himself to ask for help.

  Mary is anxious most of the time but doesn't know why.

  Although Tom has enrolled in the GED classes, he hasn't attended because he's nervous about taking the test.

- The behavior may be public or private, internal or external, overt or covert; but in all cases it distresses the client and/or those who come in contact with him.

- The "presenting"problem is often not a problem at all. The client often pushes a safe problem out front to see how the Counselor handles it. Only after trust has been established is he willing to discuss what is really bothering him.

- The Counselor must respond to the client from the client's frame of reference, not through Counselor's expectations.

- The Counselor, as a "significant other" acts as a potent source of reinforcement throughout the counseling process and relationship.

- It is virtually impossible to suggest a cut and dry technique for counseling or relating to each of your students in a counselor role. The key is to show your interest in each student, and to communicate this interest and understanding to them in some way.

An Overview of The Development Model of Helping

The Developmental Model of Helping is composed of progressive interdependent stages. The model can best be understood by considering the behavior goals of the helping process. Constructive behavioral change is the primary goal for each client.

Below is a description of each of the stages of this model and some techniques that can be used to reach them.

Pre-Helping or Pre-Communicating Phase

The helper, by his very posture, must let the client know that he is "with" him. This is physical attending.

Some points to remember about physical attending are:

1.) Face the client squarely.

2.) Have an open position.

3.) Lean toward the client.

4.) Maintain eye contact.

5.) Be relaxed.

The helper must also listen attentively to his client. Psychogical attending involves listening to both the verbal and non-verbal messages of the person he is trying to help.

Verbal Messages: He has to listen attentively to the words of the client, however confused they might be.

Non-Verbal Messages: He has to listen to the messages that are carried in the client's tone of voice, silences, pauses, gestures, facial expressions, and posture.

This pre-helping stage is an important step in establishing the necessary rapport with the client. It enables him to feel comfortable with you and initiates the feeling of trust.

Stage I: Responding to The Client

The helper first of all attends to what the client is saying: then he responds in a way that helps the client explore his behavior (his feelings, his attitudes, what he does, what he fails to do, what is constructive in his life, what is destructive, and so on.)

As a Counselor, there are four skills which are necessary to reach this stage.

1.) Accurate empathy (primary level): The helper must respond to the client in a way that shows that he has listened and that he understands how the client feels and what he is saying about himself. He must see the client's world from the client's frame of reference. It is not enough to understand: he must communicate his understandings.

(ex) Client: I feel nervous about coming back to school after being away so long. I'll probably be the oldest one there.

Counselor: You're worried that you'll feel awkward coming back to school after such a long time.

This Counselor has communicated an understanding to the client by letting him know that he is aware of what has been said.

2.) Respect: The way in which the counselor deals with the client must show the client that he respects him. The counselor must orient himself toward the client and let him know that he wants to work with him as a person.

3.) Genuineness: The counselor's offer of help cannot be phony. He must be spontaneous, open.

4.) Concreteness: Even when the client rambles or tries to evade real issues by speaking in generalities, the helper must ground the helping process in concrete feelings and concrete behavior.

These four Counselor Skills are necessary in order to help the client explore the feelings and behaviors associated with the problematic areas of his life. The goal of this stage for the client is self-exploration. The client needs to be helped to see his feelings and actions more clearly.

Stage II: Client Self - Understanding

This stage should bring about a clearer understanding of himself on the part of the client. The client should achieve a more realistic perception of himself, his environment, and the interaction between the two. Ideally, as Stage II progresses, the client will see more clearly the necessity for action on his part. In order to facilitate this stage, the counselor must communicate to the client not only an understanding of what has been stated but also what has been implied.

Stage III: The Action Stage

The client must ultimately act, in some sense of the term, if he is to live more effectively. This stage is necessary to discuss possible action plans and work through any problems that may arise. The client will need your support for reinforcement for his successes, and encouragement as new problems arise.

In most cases you will primarily be involved with Pre-Helping and Stage I. These are the two most important facets in establishing a good relationship with your students. When enrolling new students, it is necessary to use some of these skills in order to communicate your understanding of them. The most important class for each student is their first one. In other words, their first impressions from the time they come up the stairs and meet you as their teacher are influential in their decision to enroll and remain in the program.

TECHNIQUES
for teachers of adults

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ATTACHMENT H

SHARPEN YOUR COUNSELING SKILLS

Few adult students are able to leave their personal concerns, feelings, problems and attitudes outside of the classroom. This means that you, as a teacher of adults, are often forced to play a counseling role, whether or not you have been trained for it. The personal problems and behaviors your students bring with them can be serious blocks to learning.

WHAT IS COUNSELING?

"Counseling is a process by which a person is assisted to behave in a more rewarding manner." So says the NAPCAE booklet The Guidance Function and Counseling Roles in an Adult Education Program. This 70-page booklet written by Violet Malone and Mary Ann Diller and available for purchase from NAPCAE for $4.00 gives the following tips for improving your skills in individual counseling situations:

. Establish a positive climate

Set a climate that is conducive to free and open discussion. This will lead to stating more readi what the problem is. For instance, use a room where privacy is apparent to both you and the student, and arrange it to provide a relaxed atmosphere for conversation.

. Set mutually agreed upon objectives

The conference will be more successful if you and the student agree on its objective. For example: you may agree that the discussion will center around the fact that the student does not like your class and may decide to drop out.

. Help the student state the problem in specific terms

For example, you might ask the student: "You tell me you do not like this class...can you tell me what you dislike about it? What about it makes you most uncomfortable?" The student is thus helped to describe specific circumstances, and thus get to the root of the problem.

. Discuss alternative solutions to the problem

After the problem has been pinpointed, the time has come to list and analyze some possible solutions: "Now that we know you don't like this class because the people at your table make you uncomfortable, how many ways can we think of to change this situation? Let's list some.

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You could change your seat. Or tell the people at your table to move to other tables. Ask them not to talk so much. Ignore them. Change to another class. Drop out of school." Each possible solution should be analyzed to see which will do the most good with the least amount of negative consequences for all concerned.

. Select a primary solution and two others

After you both agree on a first solution to try, pick out one or two back-up alternatives in case the first fails.

. Develop a plan of action

In this case, the student and counselor agreed that she would move to another table. Before this could be done, two new students were admitted and all the seats were filled. One back up solution was to ask the others at her table not to talk so much. Since the primary solution did not work, she decided to take the risk and use this alternative. As it turned out, the others were very amenable, and the problem was satisfactorily solved.

. Provide follow-up and appraisal

The student should report the outcome to you, so her behavior can be analyzed and reinforced "You should feel pleased that you were able to solve your problem. You might want to use this solution again in another situation." In all probability, if a similar problem arises, this student will use the alternative of discussing it with her peers rather than moving away (flight behavior).

HOW TO HELP THE STUDENT "OPEN UP" IN A CONFERENCE

Teachers who are particularly successful in eliciting information and giving help in a student conference use the approaches described below.

1. The Teacher Listens

The student seeks out the teacher for an individual conference because he has something to say, even though he may have difficulty bringing it out. He does not want you to do all or most of the talking.

2. The Teacher Clarifies

A particularly effective technique in clarifying student thinking is to restate what he has said. Even though you have added nothing new to the statement, it often assumes new mean when he hears someone else say it.

3. The Teacher Is Aware of Nonverbal Clues

Rejection or criticism can be communicated by your behavior as well as by your words. It is therefore, of extreme importance that you be aware of your own facial expressions, gestures, movements, and even clearing of your throat. Some behavior, if inappropriately timed, can say to the student just as clearly as words: "I do not accept you and am not genuinely

interested in you." You must also be aware of nonverbal clues given by the student. For example, trembling, fidgeting, twitching and rigidity are tip-offs to emotional tension and high feeling.

4. The Teacher Uses Informal Language

It is all too easy to intimidate and alienate students by using language that is "over their heads". Use of big words can have unfortunate results: the student feels stupid because he doesn't understand; the teacher does not know he doesn't understand because the student is ashamed to say so.

5. The Teacher Knows How to Ask Questions

In a student-teacher conference, it is best to ask one question at a time, and to use straightforward questions. Be sensitive to clues that lie in the student's association of ideas in answers, sudden shifts in direction, opening and closing sentences, references that crop up again and again, gaps in answers, and inconsistencies. They can guide you to the real feeling behind the spoken words.

6. The Teacher Doesn't Tell What He or She Hears

The quickest way to destroy a good student-teacher relationship is for the teacher to reveal information given in confidence during a conference. Many bits of information make interesting small talk and gossip at home or in the teacher lounge, but you will be ill-advised to repeat confidences because the spoken word--like the proverbial penny--usually returns to the owner and can never be recalled.

WHICH STUDENTS NEED COUNSELING?

Adult students need counseling for a number of reasons. The following students need your personal guidance:

- Students who have difficulty adjusting to new ways of learning. These individuals may remember only one way of learning, in which they were passive receivers of information. They resist teaching techniques that involve them actively--such as group discussion or role playing.

- Students who have lived in depressed economic conditions and are confused and alienated by so called middle class values. They are often afraid to admit their needs and fears. Your empathy with their feelings and your ability to listen uncritically provide the kind of psychological atmosphere in which they can reveal their real feelings and fears about learning.

- Students who are defensive. Adults in particular have self-images which may reject the subordinating role of accepting knowledge from others.

- Students who need to be stimulated toward further self-improvement. These individuals could move on to more advanced learning in the same subject. Or they could be encouraged to try something completely new--a subject which you have noticed they seem interested in.

- Youths who are dropping out of daytime school. Close contact with the daytime high school counselor will provide you with the names of those who say they are not coming back. A little counseling may encourage them to finish their education in the adult school.

group discussion. Personal counseling may help them overcome these blocks to learning.

THE IMPORTANCE OF YOUR ATTITUDES IN COUNSELING

Your success or failure in student counseling depends, in a big way, on the attitudes you tak with you to those counseling sessions--the way you feel about your students, their values and thei ways of communicating. For example:

- You should respect their language. To attack the way some students talk, no matter how praise worthy your motive, is to attack them and their backgrounds and make them feel different and inferior.

- Guard against feelings of contempt about the "live for today" attitude of some students. You m be betraying your disdain nonverbablly, via facial expression or gesture. Try to understand wh they have such a "here and now" attitude.

- Remember that disadvantaged adults are often self-conscious about their lack of education. To help them get over this, you might discuss either in class sessions or individual counseling sessions why some students didn't finish school when they were younger. When students find c that others have reasons similar to their own, and that the teacher understands and accepts thos reasons, their embarrassment is relieved.

- Show your students that your subject is relevant to their needs by giving examples of how it can be put to use, and by encouraging them to think of ways they could use it.

- Be ready to admit that you have failings and fears, too, and that you don't know all the answers This can be a very comforting thought to students who think they are the only ones with weakne and with knowledge gaps.

- Try to be understanding instead of angry about rebellious, lazy or apathetic students. A little exploration in personal counseling may reveal the reasons for their unproductive attitudes.

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COMMUNICATION GUIDELINES FOR SPEAKING AND LISTENING

In discussing how effective communication can be learned and practiced, the group came up with some specific suggestions. Among them, timing and a receptive frame of mind were mentioned as important factors in effective communication. That is, discussions are bound to be unproductive and frustrating when the persons involved are in the midst of other activities or so upset that meaningful conversation is impossible. It was also suggested by the group that the goals of discussion should include a *Communication Golden Rule:* Speak as you would like to be spoken to. This really means that conversation should be between two responsible individuals with the aim being mutual understanding.

Guidelines for the Speaker

1. Stick to the subject. Be specific, not vague.

2. Be aware that your tone of voice and manner (e.g. facial expression, posture, gestures) communicate as much as do your words.

3. Don't let discussions break down into nagging, arguing, or repetitious criticism. Be calm; show common courtesy and patience. Use a diplomatic approach.

4. Don't monopolize the conversation.

5. Show respect for the other person's feelings and dignity. Avoid rudeness, name-calling, and insinuations so that the other person doesn't have to avoid conversation and be forced to just defend himself.

6. Don't assume you're making yourself clear. Check to be sure that real communication is occurring by asking if the other person understands or by asking him to repeat what you said.

7. Don't demand or be a dictator in your style of speaking or in giving your standards. However, be honest and direct about your ideas, your feelings, and about what you expect and plan to do. Let the other person know why you hold a certain idea.

8. Give your point of view as information, not as "law" or as the only good idea. Remember that right and wrong vary with opinion and that it's necessary to consider the other person's point of view.

9. Avoid focusing on the negative aspects of the situation. Focus on giving and getting information in order to solve a problem.

10. *Don't attack the other person, attack the problem.*

Guidelines for the Listener

1. Listen. Show interest. Give the person speaking your full attention. This doesn't mean just being silent. There are ways you can actively show the speaker that you are really listening. Look at the person speaking to show that he has your attention. Respond to what the other person has said. Ask questions to check that you really understand; paraphrase. Avoid interrupting. Let the other person finish speaking while you listen for details instead of just waiting to get your point across.

2. Be open-minded. This means being flexible and willing to change your ideas. Don't assume you have all the information and facts you need. The other person may know something you don't.

3. Avoid getting angry just because the other person's ideas are not in agreement with yours.

4. Find out *why* another person holds opinions and how he came to believe certain ideas.

5. Show that you are sympathetic by recognizing the other person's feelings and concerns.

6. Check to be sure you understand the language used.

7. Check to be sure everyone involved in the situation is clear on agreements made.

Happy	Sad	Angry	Confused	Scared	Weak	Strong
aglow	angry	aggravated	abashed	affrighted	confused	able
alive	apathetic	agitated	addled	afraid	deathly	active
amused	bad	anguished	anxious	aghast	deflated	adequate
anxious	blue	annoyed	baffled	alarmed	defective	aggressive
blissful	burdened	blustery	befuddled	anxious	defenseless	angry
bubbly	crushed	burned up	bewildered	appalled	deficient	assured
calm	deflated	critical	bothered	apprehensive	delicate	bold
cheerful	dejected	cross	chaotic	awed	disabled	brave
compassion	despairing	cutting	confounded	chicken	dull	capable
content	despondent	disgruntled	crazy	confused	exhausted	confident
delighted	depressed	disgusted	dazed	daunted	exposed	consistent
ecstatic	disappointed	dismayed	depressed	displeasure	feeble	courageous
elated	disenchanted	displeased	deranged	distrustful	fragile	determined
enthralled	distressed	distraught	disconcerted	dreadful	frail	durable
excited	disturbed	distressed	dismayed	fearful	frustrated	enduring
exuberant	down	disturbed	disordered	frightened	gentle	energetic
feel good	downcast	enraged	disorganized	harassed	helpless	everlasting
felicitous	downhearted	exasperated	disoriented	horrified	ill	fierce
fine	downtrodden	fed up	distracted	insecure	impotent	firm
fortunate	drab	fierce	distraught	intimidated	inadequate	forceful
full of life	dreary	fiery	disturbed	jumpy	incapable	formidable
gay	dull	frantic	doubtful	leery	inconsistent	full of spirit
giddy	embarrassed	frenzied	embarrassed	lonely	ineffective	glorious
glad	emotional	frustrated	flabbergasted	meek	inferior	happy to be me
gleeful	feeling unwanted	furious	flustered	nervous	insecure	hardy
good	forlorn	hateful	foggy	panic-stricken	irresolute	hate
great	gloomy	hostile	forgetful	panicky	lacking	healthy
joyful	glum	hot-tempered	frustrated	petrified	laid low	herculean
joyous	grave	in a stew	helpless	rattled	languid	impregnable
jubilant	grieved	incensed	helter skelter	shaky	lethargic	independent
lighthearted	hate	indignant	hopeless	shy	lifeless	indestructible
love	heavy-hearted	inflamed	jumbled together	spooked	lost	intense
lucky	hopeless	infuriated	left out	startled	meager	invincible
marvelous	hurt	intense	lost	stunned	mild	loud
memorable	lonely	irate	mazed	terrified	pale	love
merry	lost	irked	mistaken	terrorized	passive	mean
motherly	low	irritated	misunderstood	threatened	powerless	mighty
overjoyed	low spirits	livid	mixed up	timid	puny	muscular
peaceful	melancholy	mad	muddled	timorous	quiet	opinionated
pleasant	miserable	madness	nonplussed	tormented	retiring	overwhelming
pleased	mistrustful	mean	obscure	tremulous	run-down	penetrating
proud	moody	miffed	out-of-it	uneasy	shaky	positive
relieved	morose	outraged	panicky	unpleasant	sickly	potent
satisfied	mournful	perturbed	perplexed	unstrung	soft	powerful
smiley	negative	provoked	puzzled	unsure	spineless	productive
thankful	painful	rage	scatterbrained	worried	stale	quick
thrilled	pitiful	raving	surprised		submissive	rage
tranquil	plaintive	revengeful	trapped		subtle	reliable
turned on	remorseful	riled	troubled		timid	resistant
up	self-pitying	seething	uncertain		unable	robust
uplifted	sober	sore	uncomfortable		unable to cope	secure
wonderful	somber	spiteful	uncomposed		unconvincing	solid
	sorrowful	stormy	undecided		undernourished	stalwart
	sorry	temper	unsettled		unfit	staunch
	terrible	troubled	unsure		unhinged	stout
	turned off	uncontrollable	untogether		unsound	super
	uneasy	unrestrained	upset		unstable	surviving
	unhappy		vague		unsure	vibrant
	unloved		weak		useless	violent
	unpleasant				vulnerable	well-being
	unwanted				wavering	zealous
	upset				wishy-washy	
	woeful				wobbly	
					worn out	

THE READING ACADEMY
CALIFORNIA STATE COLLEGE - INTERMEDIATE UNIT #1

Characteristics Which Affect Learning

People with limited incomes have the same need for expression, attention, and recognition as other people. Self-confidence and self-respect are powerful motivating forces, and every opportunity should be taken to help class members feel accepted, wanted, and worthwhile.

A number of factors affect not only the ability of the disadvantaged to learn, but also the likelihood of their participating in educational groups. The educationally deficient individual lacks the skills necessary for enjoying a formal learning situation. He may lack both the social skills for group participation and the initiative or motivation to join a group without considerable encouragement. In addition, he may fear outsiders or people he does not know. If he has previously experienced failure in school activities, he may be insecure, lack self-confidence, and fear failing again. His level of aspiration may be low because he does not know what he may reasonably expect to attain.

Adults in limited income groups are characterized by a number of factors which affect learning. Awareness of these factors is an important aid for the tutor of disadvantaged adults in planning programs which will provide opportunities for learners to receive the fullest benefit from the tutoring sessions.

Characteristics Which Encourage Adult Learning Include:

(1) Recognition of immediate problems. Adults should be encouraged to express their immediate problems, so these can be used as the basis for beginning lessons.

(2) Meeting basic needs. Because limited income adults, like other people, are striving to meet their needs, sessions should be planned which deal with meeting these needs.

(3) Influence of admired person. If the tutor can gain the confidence and admiration of the learners, their desire to learn is increased. This also places her in a position to help meet their basic needs for recognition and approval.

(4) Interest in relevant learning. The disadvantaged learner must see a relationship between what is being taught and his own situation. If this relationship is established early in the course and frequently reinforced, interest is more easily held.

(5) Learning by doing. Disadvantaged adults learn most easily when they are personally involved in the experience through guided practice.

Characteristics Which are Barriers to Learning Include:

(1) Fear of failure. Many disadvantaged adults have experienced repeated failures in school. A new learning situation may carry the threat of further damage to an already battered self-concept, so they may avoid new learning situation. If a tutor can give students opportunities to succeed, she will do much to increase their likelihood of learning.

(2) An acquired dislike of school. There is some evidence that school has a negative connotation in many disadvantaged homes. Therefore, it may be important for the tutor of adults with limited incomes to avoid associating her tutoring sessions with school or education.

(3) Feeling of being too old to learn. A disadvantaged adult, like many other adults, may have the attitude that he is too old to learn. The tutor may need to emphasize small achievements at first so this false belief is corrected and new learning can take place.

(4) Lack of language skills. Because of their poor language development and their inability to speak standard English, learning experiences must be geared to the disadvantaged adults' level of language and a limited amount of time devoted to lecture and discussion. Many additional experiences other than verbal ones should be provided. The language problems of disadvantaged adults have several implications for the tutor. Most important, she must be a good listener. Because learners may use words incorrectly or inappropriately, she must be able to interpret what they are trying to say. By always listening carefully and by asking appropriate questions and probing to get at the meaning of their answers, the tutor will soon realize that her students have many important contributions to make to lessons. It is also important for the tutor to be supportive in helping the learners say what they mean and to be careful not to alienate them by embarrassing or correcting them.

(5) Need for immediate gratification. Because of their many past failures, disadvantaged learners tend to give up on the tasks which provide no immediate sense of accomplishment. Encouragement and praise are necessary to promote completion of these tasks. In addition, practical rewards should be given as often as possible.

(6) Short attention span. The short attention span of disadvantaged learners demands that learning tasks be short and varied. Listening for long periods of time may be particularly difficult for disadvantaged learners. Therefore, instruction should emphasize seeing and doing rather than a verbal approach.

(7) Slowness to learn. Disadvantaged learners are slow in their performance of intellectual tasks. Slowness should not, however, be equated with dullness; it simply means that adequate time must be allowed for completion of each task.

(8) Lack of time. Homemakers with large families and low incomes may have difficulty finding time to participate in sessions. Husbands who work long hours at physically tiring jobs may be exhausted and may not be interested in attending sessions at night.

(9) Interfering past experiences. Cultural patterns which affect values and attitudes are likely to be different for the group than they are for the tutor. It may, therefore, be difficult for a "middle class" tutor to effectively communicate with a person or group of people holding different social values because her standards in many aspects of living, including sanitation, adequacy of diet, and home furnishings, are likely to be very different from those held within the lower socio-economic family. A tutor who is consciously aware of these factors and takes them into consideration when planning the sessions is more likely to be successful than one who does not.

(10) Reading difficulty. Because the average educational level of the disadvantaged adult is between the fourth and sixth grade, reading ability is usually low. In addition, reading may be associated with failure in school, with the result that the adult may have done little reading must be taken into account in preparing handouts, visuals, and other materials.

7. CHOOSING APPROPRIATE METHODS FOR YOUR CLASSES

ATTACHMENT 8

A number of considerations need to be kept in mind in selecting the best approach to use with certain groups or individuals. Following are some points to consider:

1. The subject matter.
2. The size of your class.
3. Availability of space.
4. Student experiences.
5. Student limitations (intellectual, physical, etc.).
6. Student interests and goals.
7. Economic factors.

8. TIPS TO KEEP ADULTS COMING BACK

1. Have a sense of humor.
2. Learn names of the students early and use them.
3. Plan carefully and use short units.
4. Use a variety of teaching methods and audio-visual aids.
5. Have students evaluate class meetings from the start.
6. Avoid busy work.
7. Be enthusiastic.
8. Use "we" not "I".
9. Avoid arguments (they can arise from politics, unionism, religion).
10. Encourage and praise students' accomplishments.
11. Avoid embarrassing or belittling.
12. Adapt assignments to the level of their experience, vocabulary, and available time.
13. Be flexible.
14. Be tactful, tolerant, and cheerful.
15. Start and dismiss class on time.
16. Have business-like appearance.
17. Use daily problems of class members if they fit the discussion.
18. Avoid word mannerisms, poor posture, and fiddling with things.

ATTACHMENT L

10. COMPETENCIES OF SUCCESSFUL TEACHER OF ADULTS

Students in adult classes expect their instructors to have certain competencies. If these abilities are apparent, the learners will be motivated to continue their learning. The following are a few of the competencies that researchers have found to rank the highest:

1. Knows the subject and is skilled in the craft.
2. Effectively communicates with adults.
3. Develops a climate that encourages participation.
4. Develops adult's sense of confidence.
5. Plans instruction at student's learning level.
6. Relates to differences in people.
7. Modifies instruction for individuals and class.
8. Humanizes and motivates.

PART TWO: TESTING

I. Purposes for testing
- A. Diagnosis
- B. Assessment
- C. Placement- selection; classification
- D. Prediction
- E. Evaluation

II. Classification
- A. Ability- expect maximum performance
  - 1. Achievement- mastery of skills
  - 2. Mental ability; Intelligence
  - 3. Proficiency
  - 4. Aptitude- for predicting success
- B. Typical Performance- What the person actually does
  - 1. Behavioral observations
  - 2. Self-reports

III. Selection of tests
- A. Test must be appropriate for the decisions to be made.
- B. Do your objectives fit those of the test?
- C. Study the manual to find out:
  - 1. Purpose
  - 2. Method of administration- directions
  - 3. Time factor
  - 4. Interpretation of scores
  - 5. Limitations
- D. Other factors to consider:
  - 1. Norms and standardization group
  - 2. Objectivity- the degree to which the examiner's judgment is eliminated
  - 3. Cost
  - 4. Validity- does the test actually measure what it's designed to measure?
  - 5. Correlation coefficients- relationship between two variables; prediction
    - a. Insufficient (below .40)
    - b. Adequate (.40-.70)
    - c. High (.70+)
  - 6. Reliability coefficent- degree to which test results are consistent
    - a. Insufficient (0-.70)
    - b. Adequate (.70-.90)
    - c. High (.90+)

IV. Administering Tests
- A. Procedure:
  - 1. Conditions
    - a. Physical situation
    - b. State of mind of students
    - c. Alertness- fatigue affects motivation
  - 2. Control of group
    - a. Subjects are usually cooperative and expect to do as you request
    - b. Follow instructions
    - c. Directions should be simple, clear, and single
    - d. Speak in a firm, audible, but polite tone
  - 3. Directions to the student
    - a. Give exactly as printed in the manual

b. In answering questions, do not add to the ideas expressed in the standard directions.
c. Define the task clearly- how performance will be scored.
d. Some tests are administered by tape recordings.

4. Judgments left to the examiner
a. No time limit stated- stop the overly conscientious student who works long after he has done his best.
b. Absence of definite instructions on procedures: choose the course that seems likely to have the best effect on performance. It's advisable not to alter the order of presentation.
c. Keep the subject encouraged- approve for effort rather than success.
d. Under no circumstance should the examiner show dissatisfaction with a response.
e. Guessing- 'Use your own judgment' unless otherwise stated in the manual; usually wise to guess.

B. Motivation
1. Incentives- increase scores
a. Effort and productivity depend on reward the person forsees.
b. Intensify the students' concern to do well.
c. Student will try to make a good impression
2. Motives that decrease scores
a. Doing well on the test might require more work later.
b. Unpopular assignment in group may result
c. Tension
d. Test anxiety- learned attitudes
e. Threats of punishment
f. Expectation of failure- certain they will do poorly then they do less than they could.
3. Emphasize the positive use of results- the test is used to help the student- increases validity.
4. It is improper to state false purposes of interpretation.

C. Tips:
1. Be thoroughly familiar with the test and manual
2. Maintain an impartial attitude
3. Suppress direct hints as well as unconscious cues
4. Cooperation of the student is essential
5. Evidences of poor rapport:
a. Inattention
b. Giving up
c. Restlessness
d. Fault-finding with the test

V. Interpreting test results
A. Raw scores
1. Direct numerical report of the number of questions answered, time required, right minus wrong response, etc.
2. Do not always indicate 'true' distances between scores.
B. Percentile scores- rank expressed in percentage terms. Tells what proportion of the group falls below the student's score.
1. Measure of central tendency- median- 50th percentile
2. Norm group must be kept in mind.

C. Standard Scores - used on GED
   1. Mean-arithmetical average- measure of central tendency
   2. Standard Deviation- an average of the departures of persons' scores from the group mean.
   3. Conversion Scales- permits comparisons between subtests
D. Age and Grade Equivalents- should not be used in reporting.
E. Criterion-referenced tests-
   1. Provision made for translating the test score into a statement of behavior to be expected of a person with that score.
   2. Tell what the person is able to do.
F. Norm-referenced tests-
   1. Tell where the person stands in some population of persons who have taken the test.
   2. How the student compares with others.

VI. Sources of information about tests
A. Catalogs of distributors
   1. California Test Bureau
   2. Cambridge- the Adult Education Company
   3. Educational Testing Service
   4. Harcourt, Brace, Jovanovich
   5. Psychological Corporation
   6. Science Research Associates
B. Buros Mental Measurements Yearbook

Achievement Tests in Adult Basic Education

A. General Educational Performance Index - Rev. Ed. 1981

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78768

Purpose: Devised to measure the extent to which adults are ready to attempt the GED test.

Design: Five subtests in areas similar to GED. Two Forms

Time: Approximately 3 hours

Scoring: Standard Scores/Percentile

B. Official GED Practice Test - 1979

Cambridge, The Adult Education Company
888 Seventh Avenue
New York, N.Y. 10106

Purpose: Determine students' readiness to take the full-length GED test.

Design: Each of the 5 subtests are one-half the length of the corresponding GED subtest. Representative samples of the types of questions and content areas covered in the full-length tests. 2 Forms. Self-scoring. Summary Profile Sheet. Information Sheet for the GED candidate.

Time: 3 hours

Scoring: Standard scores converted to GED scores.

C. Steck-Vaughn Placement Survey for Adult Basic Education

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78768

Purpose: Assess achievement in the areas of vocabulary development, reading abilities, English language skills, and mathematics understanding.

Design: 2 Forms at Levels 0-4, 2 Forms at Level 4-8. Prescribed to Steck-Vaughn learning materials.

Time: No time limit.

Scoring: Grade Equivalency Chart

D. Tests of Adult Basic Education - 1976 Ed.

CTB/McGraw-Hill
Marketing Services Department
Del Monte Research Park
Monterey, CA 93940

Purpose: Measure adult proficiency in basic skills of reading, mathematics, and language.

Design: Three competence levels - 2 Forms each. Item analysis charts.

Time: Level E: 1 hour 48 minutes
Level M: 2 hours 49 minutes
Level D: 2 hours 37 minutes

Scoring: Grade Equivalents

AMERICAN COUNCIL ON EDUCATION e RESEARCH BRIEF

[illegible] NO. 12

HIGH SCHOOL EQUIVALENCY CANDIDATE PERFORMANCE ON THE NEW YORK STATE HIGH SCHOOL READING COMPETENCY TESTS AND ON THE GED TESTS

Carol Sonnenblick
Rutgers University

The Study. In February 1979, the New York State Board of Regents approved major changes in the requirements for a high school diploma. After May 1981, graduating seniors will be required to pass competency tests in reading, writing, and mathematics. In addition, requirements for prescribed study in English, social studies, mathematics, and health must be met. The newly mandated competency test in reading, Degrees of Reading Power (DRP), sets a clear minimum competency requirement: graduating students must be able to read 10th- and 11th-grade material with at least 65 percent comprehension. (Board of Regents, 1979; Byrne, 1979.)

All states currently award a high school equivalency credential to adults based on results from the GED battery. In New York, as in most states, an adult must earn standard scores of 35 or better on each of the five GED Tests and an average of 45 or better on the battery in order to qualify for an equivalency diploma. This requirement was met by only 69 percent of a large national sample of high school seniors in the Spring 1977 norming study for the current GED Tests. The performance of these seniors provides a direct link between the Tests and current high school standards.

Because the DRP is a minimum competency test, representing only one necessary (but not sufficient) requirement for graduation, it is intended to establish a lower limit for the reading comprehension level of New York high school graduates. In contrast, adults must meet five minimum score requirements on the GED Tests *and also* attain an acceptable average on the battery in order to qualify for a New York high school equivalency diploma. It is reasonable to expect, given these different roles, that most persons who fail the DRP would also fail to meet the overall GED requirements and that most who meet the GED requirements would also meet those on the DRP. This study answers two questions: Will adults who meet the New York GED requirements also pass the DRP (and vice versa)? How do the two standards for high school diplomas compare?

One hundred sixteen GED candidates, ranging in age from 16 to 57, from the Auxiliary Services for High School Centers on Staten Island and Queens, participated in this study. All took the GED Tests in Spring 1979 at authorized testing sites under the usual secure conditions. Within one week after taking the GED (but before receiving their results), the candidates completed the DRP (Preliminary Competency Test, Form A). Both tests were scored at the New York State Education Department.

Results. The high correlation (r = .77) between scores on the DRP and the average standard scores on the GED Tests suggests that the DRP and GED battery measure related skills. Of the 116 candidates, only 8 failed to meet the graduation standard on the DRP while 50 failed to meet the GED requirements for New York State. From the divergent pass rates, it is clearly more difficult for candidates to meet the current New York State GED requirements than to meet those on the DRP. It is safe to conclude that very few adults who could not meet the DRP requirements would qualify for a high school equivalency diploma. Indeed, in this sample, no candidate who failed the DRP earned an average score of 45 or better on the

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GED Tests. It is to be noted, however, that most of the 8 who failed the DRP earned a standard score of 35 or better on one or more GED Tests.

Table 1
Comparison of the Number of GED Candidates who met New York DRP Graduation Standards and GED High School Equivalency Standards.

		GED Standards		
		Fail	Pass	Total
DRP Standards	Pass	42	66	108
	Fail	8	0	8
	Total	50	66	116

The results of a second, larger study (Hosley, 1980) confirm these conclusions. Her study involved 425 GED candidates in 25 New York Adult Learning Centers in April and May 1979, who completed the DRP after taking the GED Tests. Two hundred seventy-eight (99.3%) of the 280 persons who qualified for an equivalency diploma based on the GED Tests met the New York State minimum DRP score requirement for graduation. (Hosley did not report the number of unsuccessful GED candidates who met the DRP requirement.) Hosley reported correlations between the DRP and GED Tests ranging from r = .60 to r = .67 for GED Tests 1–4 and r = .45 for the GED Mathematics Test. She concluded (p.8) that "students who obtain a high school diploma from New York State and satisfy the reading requirement with the Tests of General Educational Development . . . have at least as much reading ability as required by the regular high school standard."

It is clear that requiring candidates to earn a 45 average on the GED is a more difficult standard for adults than is the DRP itself. In part, this may result from the inclusion of Mathematics and Writing Skills tests in the GED battery in addition to the three tests that require the interpretation of written passages and materials. In larger part, this difference in difficulty may appropriately stem from the different purposes for which the two tests are used.

It was of some comfort to note that neither scores on the DRP nor scores on the GED battery were substantially related to the age or gender of the candidate. Correlations ranged from - .08 to .15 for age and from - .05 to .26 for gender. Women candidates earned a higher average score on the GED Writing Skills Test than men, which accounted for the only correlation above .20.

Conclusions. The debate over competency testing and graduation requirements remains in the forefront of educational commentary. McCarthy, *New York Times*, October 10, 1979, states "The numbers are startling, 45% . . . of all students who enter New York City's public high schools fail to graduate." With the failure rate at that level, educators must address themselves to the problem of many persons attempting to earn an equivalency credential at a later date. The high school equivalency diploma based on the GED Tests becomes, for many, a ticket into the mainstream of American life. Some public opinion views the GED Tests as an "easy route" to the diploma; the data from this study refute that belief. The study suggests that students who do not pass the New York State competency test in reading, and are therefore denied a high school diploma, will not be successful on the GED unless major improvements in their reading ability, and other skills measured by the GED Tests, are made.

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AMERICAN COUNCIL ON EDUCATION
One Dupont Circle
Washington, D. C. 20036

COVER STORY

Get ready, get set, go!

Tips for test takers

by Elaine C. Frantz
Lebanon, PA

Gawking at the textbook lying open on his desk, he wipes away the beads of perspiration that outline his upper lip and tosses another jelly bean into his mouth. It is the last one from a giant jar that an hour ago had been full to the brim. The jelly bean is a black one. He dislikes black jelly beans—never eats them. But, being in an irregular frame of mind, he takes it anyway.

His stomach churns as if it has been fed a peck of green apples rather than a giant jar of jelly beans. He turns his attention to his fingernails. The nails are already too short to chew. He quickly finds a comforting substitute for chewing his nails. Drumming "God Bless America" on his desk with the accompaniment of his cracking gum, he watches the smoke soldiers arising from the ashtray to battle on the field of sunlight. An idling brain is easily satisfied.

His fifth cup of coffee moves him into the bathroom for another encore. He walks on quaking feet and knocking knees back to his seat before the knowledge on his desk. Alone against the world, he again tries to turn his mind to studying for tomorrow's test.

Understandably, the dirtiest word in any student's vocabulary is "test." When tests loom, students often become uptight. This is due, in part, to every student's ability to make easy things hard. But test stress and its accompanying distress can be diminished. It is when the following tips become habits that a terrified test taker will evolve into a master test taker.

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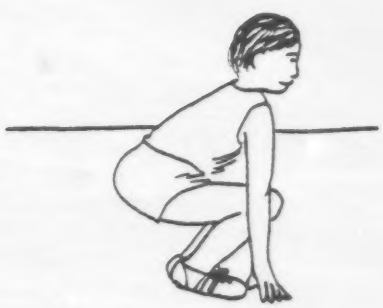
A. Getting Ready

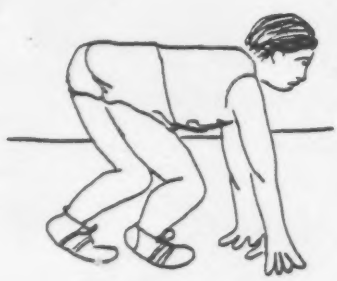
1. *The business of a student is to know what material a test will cover and to study that material.* Test readiness is a by-product of studying, studying, studying . . . and plenty more studying. A student who daily *makes* the time to study should expect to do well on tests. Daily study, more importantly, will enlarge the general knowledge store and enhance future learning. Cramming on the eve of a test is a practice of short-sighted students. Passing a test is the major goal of these students. Unfortunately, material that is crammed is often quickly forgotten. A first-rate student will not be trapped in the cram crunch. To properly prepare for a test, anticipate test questions; seek answers to those questions; build a reserve of facts, figures, and information; and learn a few new facts just to know the good feeling that overcomes the body when the brain is amused.

2. *The night before the test, do not study long, if at all.* Participate in a mild physical activity, giving your mind an opportunity to relax and unreel itself.

Get a good night's sleep, insuring tha both body and mind will be in the best

Students from an Intermediate Unit 13 class take a test. Pictured from front to back are Tracy Penman, Henry Stuckey, and Sarah Caldwell.





working order on the day of the test.

3. *As the hour of the test approaches, allow more than ample time to dress for and travel to the test.* Charging about in a rush to get ready will, most certainly, lead to panic. Panic must be avoided; it dulls the thinking. Savor a nutritional meal before going to the test. The treat will be invigorating for your mind, and all systems (including the brain) operate most smoothly when they are supplied with food energy.

4. *Recollect and collect all supplies:* a watch to help budget time; glasses, if necessary for reading; two or three sharpened pencils with erasers; and all other items that are essential. Chewing gum, hard candy, and cigarettes, although not necessarily essential, may be desired supplies.

5. *Arriving at the classroom door a bit early* on the day of the test is a helpful practice. Afford yourself time for psychological preparation. Before walking into the classroom, take three very deep breaths, square the shoulders, and remember that a well-prepared student does well on a test.

B. Getting Set

1. *Pay particular attention to all of the instructions* given by the teacher. If any direction is unclear, ask the teacher for a further explanation.

2. *Before taking pencil in hand skim through the entire contents of the test.* Decide how much time can be spent on each section.

3. *If easy questions count as much as difficult questions; complete the easy questions first.* Place a check mark beside any question that appears difficult on first reading. It is wise to return to these questions after the pretest nervousness has eased. Minus the strain of nervousness the mind functions better. Questions that initially appeared so difficult are often more readily answered the second time around.

4. *Read each and every word in the questions and each and every word in the possible answers* if the test is of the multiple choice variety. Do not guess what a question asks after reading only the first few words. Important words—words not to be overlooked—can be placed near the end of almost any sentence.

5. *If you cannot choose the correct answer, eliminate all possible answers which you are sure are wrong.* When you review remaining possible answers, the odds for identifying the correct answer are more favorable.

6. *If the correct answer still remains a mystery, despite all the favorable odds, then by all means, guess.* The need to guess probably won't arise often.

7. *Make use of any remaining time by checking the contents of your test paper.* So what if you're the last one finished? You may have avoided unnecessary errors.

C. Getting Going

The time is now to get going. Practice these tips, make them habits, and you are on your way to success. Along the way remember these words of insight:

I do detest to take a test,
but always manifest my best.
I jest of unrest in my stomach
and congestion in my mind.
I'm full of zest. Having kept
abreast,
I invest in my digesting.

Illustrations by Sharon Miller, York, PA.

HYPOTHETICAL SITUATIONS

1. Charlie, a 42 year old father of two, was layed off from his job as a mechanic. His wife, a school teacher, accompanied him when he enrolled for the GED class. He had been attending regularly for several weeks. One evening he approached the teacher and indicated that he would have to drop out because he was getting a new job in another city. (his test scores were at a 6.1 G.E. overall)

   a. What problems or reasons might Charlie have that are influencing his decision to drop-out?

   b. Should the teacher discover that Charlie felt inadequate, the teacher should...?

   c. What kind of career information could be presented to Charlie?

2. Lisa, an unemployed, 17 year old single parent, enrolled in the GED classes. Her attendance is sporadic, reasons being: no babysitter, no transportation, moving, having a bad day, etc. Her financial situation is poor. She calls occasionally to let the teacher know she's still interested. (Her test scores were a 9.8 G.E. overall)

   a. What problems might Lisa be facing that are hindering her from attending classes?

   b. What referral services might be available to Lisa?

3. Tom is a 55 year old custodian. He begins the intake interview by indicating an interest in getting his diploma. When you begin the student information profile, you discover that Tom cannot read... what steps should you take to help Tom?

4. Cheryl is attending a trade school and learns she cannot receive a certificate until she obtains her GED. She enrolls in evening classes, attends regularly, and takes the GED test - she is 15 points short. Cheryl doesn't return for classes, but has taken the GED three more times gaining only 2 more points. She calls for help...what do you suggest?

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Addendum to Table #2 - Villanova Results (Received 1/12/82)

Evaluation Form for
Fall Adult Basic Education Workshop Sessions

Total Number of Evaluations = 32

I. Reaction to Session

A. The content presented was:	YES	NO
1. both practical and theoretical	27	3
2. on target and relevant to my needs	27	3
3. well organized and structured	27	2
4. too complex	3	23
5. poorly organized	5	22

B. Structure of the Session:	Adequate	Somewhat Adequate	Inadequate
6. time allocated for formal presentation was	27	4	1
7. time allocated for participation in workshop activities was	23	7	1
8. time for interaction and sharing among participants was	24	5	1

C. Session Outcome:	YES	TO A DEGREE	NO
9. I have learned new skills and techniques I expect to use.	11	14	6
10. I gained new knowledge that will help me plan ABE curriculum improvement.	10	13	6
11. I benefitted from interaction with the presenters and participants.	28	0	4
12. I feel the activities were a waste of time.	6	0	22

II. General Comments:
#13-16 Comments from the participants at Villanova were very similar to those at other workshop sites (pp.10-11).

The percentage of responses for each item at Villanova was within five to ten percent of those from the total of the five other workshop sites. A significant difference was noticed only on items:

#8 (Villanova - Adequate 75%, Somewhat Adequate 15.62%, Inadequate 3.12%
Total others-Adequate 96.4%, Somewhat Adequate 4.87%, Inadequate 00%)
#9 (Villanova - Yes 34.37%, No 18.75%
Total Others - Yes 31.25%, No 6.09%)
#10 (Villanova - Yes 31.25%, No 18.75%
Total Others - Yes 54.87%, No 7.31%)
#12 (Villanova - Yes 18.75%, No 68.75%
Total Others - Yes 7.31%, No 84.14%)